DOCUMENT RESUME

ED 251 590 CE 038 921

TITLE	Helping Your Child Understand the World of Work.
INSTITUTION	Frederick County Board of Education, Md.
SPONS AGENCY	Maryland State Dept. of Education, Baltimore.
PUB DATE	84
NOTE	11p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Career Choice; *Career Development; *Career Education; Career Exploration; *Decision Making; Elementary Secondary Education; High Schools; Middle Schools; Occupational Information; Parent Education; Parent Influence; Parent Materials; Parent Responsibility; *Parent Role; State Programs
IDENTIFIERS	Maryland

ABSTRACT

This brochure is designed to assist parents in becoming active and effective partners in the career awareness and development of their children. In the first of three sections, the career development tasks of the Maryland State Department of Education are listed. The middle section of the brochure suggests ways that parents of elementary, middle school, and high school students can help their children to recognize their strengths and weaknesses and to become aware of the wide range of occupations and of the value of each. Suggestions also are given for teaching children appropriate work habits and ways to make career decisions. The final section of the pamphlet lists books that children or parents can read for assistance in career decision making. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED251590

Helping your child understand the world of work

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E Gorman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CAREER EDUCATION represents the efforts of the school system, the family, and the community in helping every child develop the skills necessary for living and making a living while gaining positive attitudes toward work and the worker.

THIS BROCHURE is designed to assist parents in becoming active and effective partners in the career awareness and development of their children. As further information, the following career development tasks offered by the Maryland State Department of Education are listed:

VERY YOUNG CHILDREN

a. Understand selves by identifying with others whose work and life styles are different from or are similar to those they know;
b. Understand those in the world of work and the attitudes toward work itself.

PRE-ADOLESCENTS

a. Understand the relationships that exist between basic educational skills and future career opportunities which are related to their interests;
b. Understand the economic and social structures of our society and how they influence the ways people decide to support themselves.

ADOLESCENTS, YOUNG ADULTS, AND ADULTS

a. Understand how their interests, aptitudes, and ambitions can be realized in a broad range of available career opportunities;
b. Make informed decisions concerning how they will earn a living and take responsibility for making those decisions;
c. Acquire marketable skills as preparation for earning a living;
d. State career choices through understanding of the mobility gained by retraining, upgrading, and further education.

Some elementary school children take field trips to learn about workers in their community. Consider volunteering to join your child's class.

IN ELEMENTARY SCHOOL

ENCOURAGE YOUR CHILDREN TO RECOGNIZE THEIR UNIQUE STRENGTHS AND WEAKNESSES BY:

1. Praising them for what they do well on a given task;
2. Discussing likes, dislikes, values, and choices.

HELP YOUR CHILDREN TO BECOME AWARE OF THE WIDE RANGE OF OCCUPATIONS AND OF THE VALUE OF EACH BY:

1. Taking them to work, showing them the many jobs performed, and pointing out the skills used by each worker;
2. Exposing them to the variety of occupations in the community and explaining the need for many different workers;
3. Making them aware of workers in non-traditional career roles (*for example, a woman in construction or a man in nursing*);
4. Using television, books, and magazines as a tool to explain reality vs. fantasy in the world of work.

TEACH YOUR CHILDREN THE IMPORTANCE OF BEING ON TIME, DOING A JOB WELL, AND FOLLOWING DIRECTIONS BY:

1. Having them assist with jobs at home at their ability levels;
2. Expecting them to follow through on commitments and promises *(within reason)*;
3. Exploring ways of getting along with others, by example and discussion.

HELP YOUR CHILDREN LEARN TO MAKE WISE DECISIONS BY:

1. Encouraging them to make choices;
2. Demonstrating the need to gather all the facts, anticipate consequences and outcomes, and accept compromises based on information gathered.

HELP YOUR CHILDREN UNDERSTAND THE RELATIONSHIP BETWEEN SUBJECTS SUCH AS READING, WRITING, AND MATH AND THE SKILLS NEEDED ON THE JOB. POINT OUT EXAMPLES OF THESE RELATIONSHIPS IN EVERYDAY LIFE *(math - measuring - cooking)*.

IN MIDDLE SCHOOL

ENCOURAGE YOUR CHILDREN TO RECOGNIZE THEIR UNIQUE STRENGTHS AND WEAKNESSES BY:

1. Praising them for actively participating in school or community activities;
2. Praising them for what they do well at school and home.

ASSIST YOUR CHILDREN IN BECOMING AWARE OF THE WIDE RANGE OF OCCUPATIONS AND OF THE VALUE OF EACH BY:

1. Encouraging them to seek out career information from newspapers, books, magazines, and other publications;
2. Encouraging them to participate in career exploration activities sponsored by organizations such as 4-H, Girl Scouts, Boy Scouts, Explorers, and other community groups;
3. Encouraging them to participate in a job shadowing experience *(following an adult through a day of work)*;

Each middle school has a career area. Print material, microfiche, and computer software are available. All 8th grade students take a nine-week career unit during which they consider their interests and abilities, explore a variety of occupations, and learn about high school programs. Talk with your child about the work world.

4. Talking with them about the meaning of "traditional" and "non-traditional" career roles and the increasing options available to *all* well-trained students.

TEACH YOUR CHILDREN APPROPRIATE WORK HABITS BY:

1. Rewarding good habits at home;
2. Discussing and modeling ways to get along with others;
3. Discussing the relationship of appropriate school behaviors to appropriate work behaviors.

GUIDE YOUR CHILDREN IN FUTURE CAREER DECISIONS BY:

1. Encouraging them to actively participate in making decisions;
2. Helping them draw a relationship between personal interests and hobbies and the skills required to perform specific jobs.

HELP YOUR CHILDREN UNDERSTAND THE RELATIONSHIP BETWEEN BASIC SKILLS ACHIEVEMENT AND FUTURE CAREER PLANS BY:

1. Discussing the need for basic skills in your own jobs;
2. Assisting them in completing the Four-Year High School Planning Sheet *(8th grade career class)*.

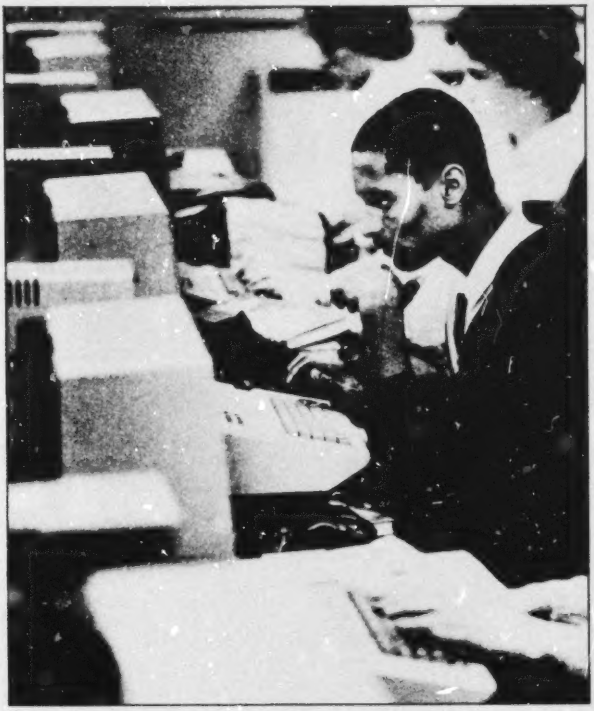
IN HIGH SCHOOL

ENCOURAGE YOUR CHILDREN TO RECOGNIZE THEIR UNIQUE STRENGTHS AND WEAKNESSES BY:

1. Assisting them to identify personal interests and aptitudes such as:
   a) Reading and/or writing
   b) Solving problems
   c) Performing scientific experiments
   d) Building projects
   e) Playing sports
   f) Working outdoors
   g) Working with people
   h) Exhibiting dexterity and/or creativity;
2. Assisting them in directing personal interests and aptitudes and recognizing their relationship to career choice;
3. Encouraging them to try new activities as a means of building their self confidence and poise.

ASSIST YOUR CHILDREN IN BECOMING AWARE OF THE WIDE RANGE OF OCCUPATIONS AND OF THE VALUE OF EACH BY:

1. Encouraging them to use local resources to obtain career information;
2. Assisting them in researching the education and/or training needed for a particular career choice;
3. Attending career and college programs as a family;
4. Discussing with them the increasing career opportunities for *all* well-trained people, and the laws related to equal employment and pay;
5. Examining with them the relationship between expected life style and career choice;



High school students can learn more about their abilities and interests by taking a strong program in English, math, social studies, and science, as well as a variety of elective courses. It also is becoming increasingly important for all *students to gain the skills required in a "high tech" society. Work with your child in planning their high school program.*

6. Relating an appropriate career choice to values that might include
   a) Time with family
   b) Job security
   c) Income
   d) Recognition
   e) Independence
   f) Advancement
   g) Creativity
   h) Leadership
   i) Responsibility
   j) Variety
   k) Mobility;
7. Identifying the effect society and technology have on career choice and occupational demand.

TEACH YOUR CHILDREN APPROPRIATE WORK HABITS BY:

1. Discussing with them the importance of dependability, promptness, and initiative;
2. Complimenting them for showing good judgment in all areas of grooming;
3. Stressing the proper use of grammar in conversation, as well as in written communication;
4. Reinforcing accurate and attentive listening;
5. Showing them how to complete forms such as job applications, bank statements, and income tax returns.

GUIDE YOUR CHILDREN IN FUTURE CAREER DECISIONS BY:

1. Assisting them in defining a clear career goal;
2. Assisting them in collecting and understanding information about a variety of alternatives after high school;
3. Meeting as a family with the school counselor;
4. Discussing with them the many occupations within a career cluster;
5. Stressing the dignity of all work;
6. Encouraging them to talk with relatives and adult friends about the careers in which they are involved;
7. Moving them toward assuming responsibility for their decisions and becoming independent.

HELP YOUR CHILD UNDERSTAND THE RELATIONSHIP BETWEEN BASIC SKILLS ACHIEVEMENT AND FUTURE CAREER PLANS BY:

1. Discussing with them how communication, computation, and problem-solving skills are used in all careers;
2. Discussing with them how the skills gained in elective courses and vocational programs are related to tasks performed on the job;
3. Suggesting that being a school aide or a community volunteer can help them learn job skills and make job contacts;
4. Assisting them in preparing a "career profile" or resume that emphasizes special skills and individual strengths;
5. Emphasizing the requirements for specific jobs and careers;
6. Helping them understand the need for retraining as technology changes.

SUGGESTED READINGS

THE FOLLOWING LIST includes books your child can read and those you can use in assisting your child learn about the world of work. These books and others may be available at local libraries and bookstores. You may want to visit the career center at your neighborhood middle school or high school for additional material..

Alexander, S. *Finding your first job.* Dutton, 1981. (Grades 4-6)

Ancona, G. *What do you do? A book about people and their work.* Dutton, 1976. (Grades 4-6)

Cleary, B. *Ramona and her father.* Morrow, 1977. (Grades 4-6)

Cole, S. *Working kids on working.* Lothrop, Lee & Shepard, 1981. (Grades 4-6)

Cowles K. *What will I be?* Golden Press, 1979. (Grades K-3)

English, B. L. *Women at their work.* Dial, 1977. (Grades K-9)

Faber, N. *I found them in the yellow pages.* Little, Brown, 1973. (Grades K-3)

Fitzhugh, L. *Nobody's family is going to change.* Dell, 1975. (Grades 4-6)

Harper, A. *How we work.* Harper, 1977. (Grades K-3)

Hart, C. *Delilah.* Harper, 1973. (Grades K-6)

Horn, Y. *Dozens of ways to make money.* Harcourt, 1977. (Grades 4-6)

Hummel, D., & McDaniels, C. *How to help your child plan a career.* Acropolis Books Ltd., 1979. (Parents of Middle School or High School Children)

Johnston, T. *Odd jobs.* Putnam, 1977. (Grades K-3)

Kraus, R. *Owliver.* Windmill Press, 1974. (Grades K-3)

Laramore, D. *Careers: A guide for parents and counselors.* Brigham Young University Press, 1978. (Available for $3.00 by writing the author at 201 Greenspring Lane, Silver Spring, MD 20904) (Parents of Middle School or High School Children)

Lisker, S. O. *I am.* Hastings House, 1975. (Grades K-3)

Miller, M. S. *Bringing Learning Home.* Harper & Row, Publishers, Inc., 1981. (Parents of Middle School or High School Children)

Occupational Outlook Handbook. U.S. Department of Labor, Bureau of Labor Statistics, 441 G. Street, N.W., Washington, DC, 1983. ($9.00) (Grades 8-Adult)

Ott, J., & Stroer, R. *Work as you like it: A look at unusual jobs.* Messner, 1979. (Grades 4-6)

Saul, W. *Butcher, baker, cabinetmaker: Photographs of women at work.* Crowell, 1978. (Grades K-3)

Scarry, R. *Richard Scarry's busiest people ever.* Random House, 1976. (Grades K-6)

Seixi, S. *Saturday's child: 36 women talk about their jobs.* O'Hara, 1973. (Grades 7-9)

THIS PROJECT was funded by a grant made available through the Maryland State Department of Education.

1984

UNITY

I dreamed I stood in a studio
And watched two sculptors there,
The clay they used was a young child's mind,
And they fashioned it with care.
One was a teacher; the tools he used
Were books and music and art;
One a parent with a guiding hand,
And a gentle, loving heart.
Day after day the teacher toiled,
With touch that was deft and sure,
While the parent labored by his side
And polished and smoothed it o'er.
And when at last their task was done,
They were proud of what they had wrought,
For the things they had molded into the child
Could neither be sold nor bought.
And each agreed he would have failed
If he had worked alone.
For behind the parent stood the school,
And behind the teacher, the home.

Author Unknown

THIS BROCHURE is a cooperative effort of the Board of Education and the County Council of PTA's. Appreciation is extended to the following people for their contributions to the project:

Mary Spanberger
Vice President, County Council of PTA's
Elaine Gorman
Coordinator, Career/Business Education, Board of Education
Bryan Layman
Student Government Liaison to the Board of Education
Sharon Boettinger
Counselor, Brunswick High School
Judy Calhoun
Counselor, New Market Middle School
Pam Strawsburg
Career/Computer Teacher, Thurmont Middle School
Cindy Weimer
English Teacher, Linganore High School

The Board of Education of Frederick County does not discriminate on the basis of race, color, sex, age, national origin, religion, or handicapping condition in matters affecting employment or in providing access to programs.